

Preschool Educators Qualifications for Environmental Education of Children in Iran

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ABSTRACT: The shaping of attitude and values, commitment and skills needed to preserve and protect the environment of individuals begins at an early age. Educators, especially preschool teachers, play an important role in creating new patterns of behavior in young children's play for a sustainable lifestyle. The aim of this study was to assess the preparedness of preschool educators in Environmental Education for Kids, used to evaluate their environmental literacy. Methods: This study is a descriptive survey. The research's population is kindergarten teachers in Tehran. The findings related to the environmental literacy rate were obtained through standardized questionnaires. The results show that 73% of studies of environmental education are poor. Environmental aspects of literacy of the population related to the dimensions of knowledge, attitudes, and sensitivity, respectively. We also observe that the preschool teachers had good information about the environmental issues in Iran, but little information on the environmental problems of today's world. The present study shows that environmental education programs for preschool teachers are needed in kindergartens, and service programs for teachers are vital.

Key words: Assessment, Environmental Education, Preschool Educators, Tehran City.

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INTRODUCTION

Iran's environmental crisis is considered the most severe worldwide (World Bank, 2011). Tehran, the capital of Iran, is considered one of the most polluted cities in the world, ranking with Mexico City, Beijing, Cairo, São Paulo, Shanghai, Jakarta, and Bangkok (U.S. Energy Information Administration, 2002). Addressing this crisis is a challenge, because approximately 60% of the population in Iran's provinces is not highly educated. As such, they are not highly concerned about the environment (Parizanganeh et al., 2011).

As the main factor affecting humans are the victims of this crisis. Therefore, improvement of the environment depends on the teaching reform and changes in attitudes, insight and knowledge of human beings and their environment is their destiny (Emadi, 2004). Environmental crises such as environmental degradation through increased energy consumption in the world, species extinction, deforestation and pollution are the new challenges in life.

The environmental crisis in Iran as one of the worst environmental disasters in the world is known (Hedjaz and Arabi, 2009). Much of the environmental problem, rooted in the lack of necessary knowledge and cultural weakness of the relationship between man and nature and in fact, it is a cultural problem, we need to strengthen national and international commitment to protect the environment of the different strata of society.

Environmental education, environmental protection is a fundamental way in which children and adults, best practices, content, structure and

implementation of activities in the promotion of environmental awareness and teach in this way each individual to society through their respect for nature, for the preservation and protection of the environment to know (NAAEE, 2011; Meiboudi et al, 2011). Naming the decade 2005-2014 the Decade of Education for Sustainable Development by the United Nations General Assembly, though it is too late, but step for countries to achieve sustainable development and conservation of resources and avoid infinite expansion was increasing damage.

Environmental Education in Iran during the 1970s certainly were formed on the basis of international developments in the past decade, the emergence of various schemes of the Government of the Islamic Republic of Iran's growing interest in the environment at local, national and global spoke and legal communities, appropriate mechanism for developing coherent and purposeful in providing environmental education programs.

Shaping attitudes, values, commitment and skills needed to maintain and support environment in the early start (Basil, 2000; Bierhoff, 2001; Aini and Laily, 2010; Wilson, 1994). So coaches, especially coach's nurseries role in creating new patterns of behavior in young children play for a sustainable lifestyle; the scholars of education for deserving and qualified coaches have stressed the religious and intellectual and moral qualifications.

Experts believe that educators have the best and most qualified teachers willing to work in the preschool period are selected. In addition to the general terms of the following characteristics:

- Have a happy mood
- High tolerance and be patient
- If possible be chosen from among the ladies
- For preschool children are interested
- Specific training courses at the undergraduate and graduate the first pass
- His apprenticeship and the acquisition of new information about interest in preschool education
- For those benefits to be considered adequate

In addition to using qualified coaches is stressed that the center is also used for children's pre-school consultants through the coordination necessary to address the problems in the education of their children and be done.

Shobeiri and Perahaladan (2008) in a study entitled "Evaluation of environmental awareness - an environment of high school teachers and India" due to their environmental awareness and field service records are examined. 1004 teachers from a stratified random sampling from 103 secondary schools in Tehran and other cities of Mysore comprising 505 men and 499 women were selected. The results showed that according to the course they are no significant differences between the level of environmental awareness of school teachers and India. The service records are not factors that could be influencing the teachers' environmental awareness. Aini and Laily (2010) in Research, knowledge pre-school teachers in Malaysia to evaluate the environmental And the results showed that social problems are much more concerned about environmental issues. Saffari (2009) research in the field of environmental awareness among housewives in Tehran in the use and management of natural resources did. Descriptive analysis of the results of the questionnaire indicates statistical software SPSS that different factors such as environmental awareness, the use of mass media, education and socioeconomic status on the use of natural resources and environmental protection, women have a relatively large impact. Joseph et al (2009) in Nigeria to assess the knowledge and attitudes of teachers towards teaching methods to address environmental issues and concluded that an effective way of learning environment. Vipinder (2010) also study the environmental awareness of school teachers and to pay the consequences Environmental awareness is a significant difference between teachers and their residence there, however, there is no significant difference in gender school teachers. The fundamental question that prepares teachers for environmental education to children in nurseries is to what extent? One of the ways to achieve answer questions, assess the environmental literacy of teachers nurseries. The main objective of this study

was to determine the environmental literacy of teachers at kindergartens in Tehran.

METHODOLOGY

Methods this study was a descriptive survey. The population of this study consists of teachers at kindergartens in Tehran. Based on a preliminary study of 750 kindergarten in Tehran to study Purposeful activity and experience based on the case study was selected the number of female teachers in 1410 was about the nurseries. Using Cochran's formula (Cokran) 383 subjects were selected which 341 people participated in the study.

The research for the study of environmental literacy coaches nurseries of questionnaire is used as the primary means of investigation. Following the design of the research questions, the questionnaire items designed to cover the research took place.

Questionnaire for the present study was to determine the validity and reliability among a random sample of 25 community members were given and after the implementation of reform and preparing the final action was taken. To calculate the desired quantity for assessing the reliability study of alpha-test was used to test the reliability of 84% was calculated. The questionnaire was designed in two parts: the demographic and the questions. The personal characteristics of the respondents with work experience and education. The question that scholars (Greenberg, 2005; Loughland et al, 2003; Bartkus et al., 1999) were adapted from the three domains of knowledge, attitude and behavior was classified.

After collecting the questionnaires filled in scoring and initial processing software and Excel to perform statistical analysis software SPSS (version 15) was used. Statistical methods used in the analysis of quantitative data, descriptive and inferential statistics will include two parts. Cross section including frequency distribution, percentage, mean and standard deviation of charts and table's Includes the use of inferential comparison (Independent T Test), multivariate analysis of variance (MANOVA) to examine the effects of independent variables on dependent variables such as work experience and education is environmental education.

Analysis

341 teachers participated in the Environmental Literacy Survey Questionnaire total score 32, average 14.22 and a variance of 6/11, respectively. From very poor to very good scores in five categories described in Table 1 Classification and frequency scores in each category were determined. A regular paper would be 4~10 pages, numbered and in this style. All fonts are open sans. As shown in Table1 can be seen, over 73%

of the sample, the weak hold environmental education. At this stage, the total scores of the

dimensions of knowledge, attitude and sensitivity are discussed (Table 2).

Table 1. Status of frequency points in five groups

Class Scores	Very good	Good	Fair	Poor	Very poor	Total
Scope classified Points	27-32	20-26	13-19	6-12	0-5	
Frequency	3	2	66	249	21	341
Frequency Percent	0.8	0.7	19.3	73.1	6.1	100

Table 2. The total score of the scale of environmental literacy

Standard deviation	Min. Points	Max. points	Average	Standard deviation
Knowledge	0	12	7.60	1.528
Attitude	0	11	7.33	1.826
Sensitivity	0	8	5.20	1.608

* Number of samples = 341

Out to compare the dimensions of environmental literacy, multivariate analysis of variance (MANOVA) was used (Figure 1). The results of this study indicate that the most points in the knowledge, the attitude and the behavior.

In order to examine whether the association between educational level of environmental literacy coaches there are nurseries, education level and divided into four categories, as well as the mean and standard deviation of scores in each category are provided (Tables 3, 4 & 5).

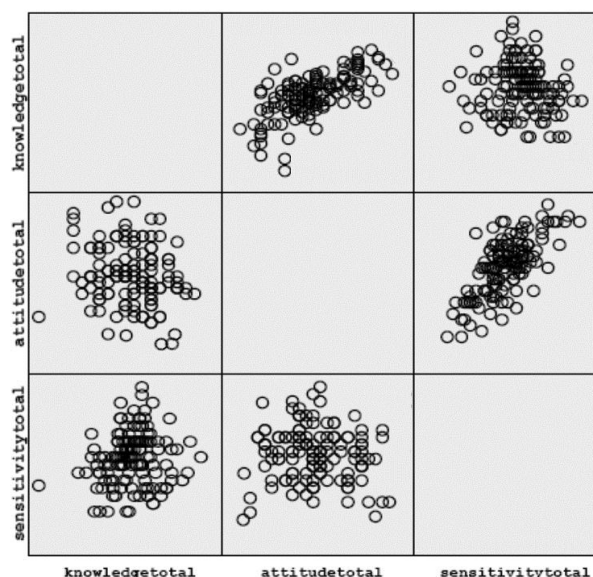


Figure 1. Analysis of variance of environmental literacy among sample

Table 3. Evaluation Scores based on the level of education of kindergarten teachers

Education level	Frequency	Average	Variance
Less than Diploma	238	21.2	13.77
Diploma	45	21.5	14.73
Bachelor	53	23.1	12.8
Masters	5	23.4	11.98

Table 4. Scores of education in nurseries coaches

Education level	Statistical parameters	Very poor	Poor	Fair	Good	Very poor	Total
		0-5	6-12	13-19	20-26	27-32	
Less than Diploma	Frequency Percent	0	0	35.8	64.2	0	100
Diploma	Frequency Percent	1.1	0	25.3	70	3.6	100
Bachelor	Frequency Percent	2.3	0	10.3	76.3	13	100
Master	Frequency Percent	0	20	0	60	20	100

Table 5. Effect of education on environmental literacy coaches nurseries

Item	Square	Degrees of freedom	Mean square	Frequency	Significant level
Significance test	30.416	187	1.312	1.242	0.139

Table 6. Evaluation Scores based on instructor experience in nurseries

Work experience (years)	Frequency		Average	Variance
	Number	Percent		
0-3	85	22.7	21.1	13.1
4-9	24	9.3	23.5	12.55
10-14	56	14.1	23.4	11.86
15-19	155	46.6	25.3	12.92
Over 20 years	21	7.3	19.2	11.1
Total	34	100		

Table 7. The frequency Percentage of Scores based on instructor experience in nurseries

Work experience (years)	Very poor	Poor	Fair	Good	Very poor	Total
	0-6	7-13	14-20	21-27	28-33	
0-3	0	0	11.8	76.4	11.8	100
4-9	0	0	7.1	17.5	21.5	100
10-14	0	3.9	30.8	57.7	7.6	100
15-19	0	0	37	63	0	100
Over 20 years	0	7.2	7.2	78.4	7.2	100

Table 8. Effects of experience on environmental literacy coaches nurseries

Item	Square	Degrees of freedom	Mean square	Frequency	Significant level
Significance test	34.77	60	1.555	0.881	0.65

The above table shows that most trainers are educated to Degree below. The statistical analysis of the results shows that the nursery coaches education is correlated with the scores of environmental literacy. In order to examine whether the relationship between education, work experience variable environmentally nurseries coaches there or not, experience into 5 categories (every four years) and the mean and standard deviation of the distribution and abundance of each class is presented (Table 6, 7 & 8).

As shown in the tables above work experience classes based on the proportion of scores in almost every category of very poor to very good, uniform. This is confirmed by the analysis of variance was performed. Results of statistical analysis on coaches nurseries suggests that this experience is not correlated with the scores of environmental literacy.

CONCLUSIONS

Environmental education, environmental protection is the fundamental approach that seeks to find the most suitable and best practices content and system operations and the implementation of structural, Promoting environmental awareness at the community level is a prerequisite to any person from the community through respecting others' rights to life, he is responsible for the conservation and protection of the environment. Shaping attitudes,

values, commitment and skills needed to maintain and support environment in the early starts. So coaches, especially coach's nurseries role in creating new patterns of behavior can have on young children. Data analysis and results showed that 73% of studies of environmental literacy are in poor condition. Considering that knowledge of environmental concepts, the lowest level of learning, we observe that the frequency of the environmental literacy of the population about the size of the knowledge, attitude and sensitivity is dedicated to environmental literacy. We also observe that the coaches nurseries good information about the environmental issues, but they had little knowledge of the world environmental problems. In other words, the linear relationship of confidence between the two variables is found. The environmental awareness of the importance of what was said to the coaches nurseries and according to their level of environmental literacy, offering environmental education programs for coaches nurseries and also the need for in-service teachers is vital.

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